

TEAMWORK & LANGUAGE REVIEW

A Work with a team. Look at the picture. Ask and answer the questions. 



1. Where are these people?
2. What are they doing?
3. What objects in the picture are also in your classroom?
4. What objects in this classroom do you often use to study?
5. What do you like about the classroom? Why?
6. What is the man in yellow saying? How do you know?
7. Which group or pair in the picture do you want to work with? Why?

B Work with a team. Put the conversation in the correct order. Then rewrite the conversation using your own ideas.

Three students meet at the campus library.

- 1 ☐ Cathy: Hi, Victor. I want to introduce my friend Elise.
- ☐ Elise: That's right.
- ☐ Elise: Elise.
- ☐ Elise: Yes, I do. How about you? Where do you study?
- ☐ Elise: Nice to meet you.
- ☐ Victor: Hi, Elise. I'm Victor.
- ☐ Victor: Is that E-L-I-S-E?
- ☐ Victor: What's your name again?
- ☐ Victor: Do you like to study in the library?
- ☐ Victor: I like to study on my tablet in the coffee shop.

C Role-play a situation in a new class. Introduce yourself and a friend to your group. Ask and answer questions about how you like to study. Then present your role-play to the class.

1 Listen to learn: introducing yourself and others

A Look at the pictures. What is happening in each one?



B Listen to the conversations. Write the correct names in the blanks.

C Listen again. Match the people with the questions.

1. Haruko
2. Ms. Morgan
3. Barbara

- a. What's your name again?
b. Excuse me? What's your name?
c. How do you spell your first name?

2 Practice your pronunciation

A Listen to the falling and rising intonation. Then listen again and repeat.

1. What's your name? ↘ 3. What's your name again? ↗
2. My name's Ling. L-I-N-G. ↘ 4. Ling? L-I-N-G? ↗

B Read the conversation. Check (✓) *Falling* or *Rising*. Then listen and check your answers.

	Falling	Rising
A: What's your name?	✓	
B: Anga.	☐	☐
A: Anga—is that A-N-G-A?	☐	☐
B: That's right.	☐	☐

NEED HELP?

Falling and rising intonation
Statements and information questions usually use falling intonation.
Use rising intonation to check your understanding.

introduce self and others; request clarification

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3 Practice statements with *this*, *that*, *these*, and *those*

A Listen and read the conversation. Who is Ned introducing?

Ned: Hi, everyone. This is my friend Emmy.
Rita: What's your name again?
Emmy: Emmy.
Rita: Is that E-M-M-Y?
Emmy: That's right.
Rita: Hi, Emmy. I'm Rita, and this is Alma.
Emmy: Nice to meet you.



B Study the grammar. Listen and repeat.

Near

Not near



1 Build reading strategies

A Read the definitions. Then brainstorm jobs that require a diploma, certificate, or degree.

When you study at...	for...	you can get...
an adult high school	3 months to 1 year	a GED or high school diploma
a community college or technical college	2 years	an associate's degree (AA or AS)
a college or university	4–5 years	a bachelor's degree (BA or BS)
a technical school or vocational school	1 month–1 year	a technical or vocational certificate

B Look at the subheadings on the web page. What types of classes do you think are in each category?

C Read the information about adult education programs. Which classes are work-related?

Adult Education Program

Our adult education program helps students make the transition¹ into academic study or a new career². Our friendly staff can help you choose a class that is right for you. Let us help you follow your dreams and achieve your goals!



BASIC SKILLS

Do you need to prepare for the High School Equivalency Exam? These online classes will help you improve your English language skills and also your reading, writing, and math skills.



ADULT TRANSITIONS

Are you just starting college or returning to college after a break? Do you want to apply for an AA or BA college degree program? These classes will help you improve your academic study skills and teach you how to choose college classes and get financial aid.



VOCATIONAL STUDIES

Do you want to start a career, change your job, or get a better salary? These classes help workers in a variety of jobs to develop their skills.

Download our full course catalog here, or contact our program coordinator about other credit and non-credit classes, and to learn how to transfer³ credits to other programs.

1 transition: a change from one situation or state to a new one
2 career: a job that needs special training and develops over a period of time
3 transfer: to move something from one place to another place

READER'S NOTE

Use subheadings to predict what the text is about.

D Listen and read the article again. Which classes do you want to learn more about?

2 Talk about the weather

A Work with your classmates. Match the words with the pictures. Use the thermometer to add the missing temperatures.





1 / 27°C



3 32°F /



6 / 10°C



8 84°F /



2



5



7



9

cool
 foggy
 freezing

warm
 humid
 icy

lightning
 snowstorm
 thunderstorm

1 **B** Listen and check your answers. Then practice the words with a partner.

C Look at the pictures in 2A. Complete the conversations.

1. A: Wow! It's raining a lot. This is a bad thunderstorm !
 B: Yes, and did you see the ? Let's go into the house!
2. A: Brr. It's 32 degrees. It's . Be careful. The sidewalk is .
 B: OK. I love a good . The city looks so white and clean.
3. A: I'm so frustrated. I can't see anything. It's very .
 B: And I need a sweater. It's outside.
4. A: Ugh! It's 84 degrees. It's so !
 B: I know. And there's 98% humidity. I hate weather.

D Think about it. Ask and answer the questions with your classmates.

1. How does weather affect your mood?
2. How do you feel when it's _____ ?

NEED HELP?

There's...	It's...
a thunderstorm.	snowing.
a snowstorm.	humid.
lightning.	25 degrees.

TEST YOURSELF

Use your notebook. Copy the chart. Write six words for feelings and six words for the weather in the chart.

	Feelings	Weather
good		
bad		